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ABSTRACT

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) student integration programs. The evaluation is based on data collected from staff, students, and parents during 1982-83 at schools that are at least 70% non-Anglo. This volume contains the first of two appendices related to studies reported in the first two volumes. Appendix A, Section A, describes a sub-study of instruction in Year-Round Schools (YRS) in the district conducted during the 1982-83 school year. Chapter I describes the establishment of the program in order to relieve overcrowding in schools and provides a history of the larger study, which began in 1980. It also provides an overview of the sub-study design and objectives (to compare YRS student achievement levels with students on traditional schedules, and to define the nature of instruction in year-round schools). Chapter II presents the sub-study methodology, which targeted fifth graders, and Chapter III consists of findings and recommendations. It is reported that no systematic achievement differences between YRS and traditional students exist, and that the performance of YRS students tended to improve after beginning the program. Appendix A, Section B, assesses the attitudes of parents at YRS schools. Using a revised questionnaire, this study reports parent/student attitudes that are more favorable than those documented in earlier years. Section B concludes with a collection of supplementary tables containing response statistics. (KH)

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INTEGRATION EVALUATION REPORTS: APPENDIX A YEAR-ROUND SCHOOLS SUB-STUDIES 1982-83

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RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

UD023645

EVALUATION OF THE DISTRICT INTEGRATION PROGRAMS: APPENDIX A

1982-83

PUBLICATION NO. 436

A Report Prepared for the

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Year-Round Schools Instructional Sub-Study Report

Year-Round Schools Program
Instructional Sub-Study (1982-83)

Submitted to

Los Angeles Unified School District

July 1, 1983

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I. Introduction

This report describes a sub-study of instruction in Year-Round Schools (YRS) in the Los Angeles Unified School District conducted during the 1982-83 school year. The sub-study was part of a larger evaluation of the YRS program conducted by the YRS Evaluation Planning Team in collaboration with the Research and Evaluation Branch of the District. The sub-study was a collaborative effort of researchers at three local universities, the University of California at Los Angeles, the University of Southern California, and the California State University at Dominguez Hills, which was coordinated by the Center for the Study of Evaluation (CSE) at UCLA.

Background of the Sub-Study

The Year-Round Schools program was established by the District primarily to relieve overcrowding in schools serving neighborhoods where student enrollments exceed school capacities. By operating these schools on a year-round basis with staggered vacation schedules for students, schools are able to accommodate a larger number of students.

Since 1980, an evaluation of the YRS program has been conducted by the YRS Evaluation Planning Team in collaboration with the Research and Evaluation Branch of the District. Because the major objective of the YRS program is to relieve overcrowding without educational disadvantage or adverse community reaction, the evaluation effort has focused on the extent to which overcrowding has been relieved, the opinions of administrators, teachers, and parents about YRS, and the achievement, attitudes, and behavior of students in year-round schools.

During 1982-83, the Team proposed two more intensive sub-studies of year-round schools to address issues of particular concern to District and program officials. One concerned the reactions of parents to YRS and is described in a separate report. The other focused on instruction in year-round schools and is described here.

Interest in the nature of instruction in schools operating on a year-round schedule emerged from a recognition of the marked differences in the year-round schedule as compared to the traditional September to June schedule. Rather than a three-month summer vacation followed by nine consecutive months

of instruction, students in year-round schools have shorter instructional periods (e.g., nine weeks) alternating with shorter vacation periods (e.g., three weeks) throughout the entire year. Thus, the Team and the District were interested in the instructional consequences of the year-round schedule and wished to identify instructional practices that appeared to be particularly effective in the year-round situation. This sub-study was designed to address these issues.

Overview of the Sub-Study Design

Two questions were formulated for the instructional sub-study:

1) How do the achievement levels of students in YRS compare to those of students in similar schools on traditional schedules (i.e., predominantly Hispanic, Black, Asian, and Other non-Anglo (PHBAO) schools matched on demographic characteristics)?

2) What is the nature of instruction in year-round schools?

The first question is comparative in nature and inquires into the relative achievement levels of students in YRS settings and those in similar schools on a traditional schedule. This comparison was designed to assess whether there was any apparent educational advantage or disadvantage of the year-round schedule.

The second question examines instructional practices in year-round schools. The focus here was on school and classroom practices that have been demonstrated in previous research to be related to effectiveness, particularly in urban settings (e.g., Edmonds, 1982, MacKenzie, 1983). For example, features such as strong instructional leadership, an orderly school climate, high expectations, an emphasis on basic skills, and frequent monitoring of student progress have been identified as contributors to effective schooling in a number of recent studies. Further, the amount and intensity of student engagement in appropriate learning tasks in the classroom and teacher-directed instruction and interaction with students have received considerable attention in the research literature as promoters of student learning (e.g., Rosenshine and Berliner, 1978; Stallings, 1981). This question examined the nature of such practices in the year-round setting and whether they were implemented in ways that were viewed as particularly appropriate or useful for the YRS schedule.

The two sub-study questions guided methodological decisions about sampling, instrumentation, data collection, and analysis. Briefly, they dictated the use of archival data to compare year-round sample schools to similar PHBAO schools on traditional schedules and the use of interviews and observations at a sub-sample of year-round schools that were similar on demographic characteristics but differed on student achievement.

The remainder of this report summarizes the methodology and results of the sub-study. Chapter II details methodological approaches taken to sampling, instrumentation, data collection, and data analysis. Chapter III presents the findings and recommendations that emerged.

II. Methodology

The methodology for the sub-study was based on the three evaluation questions described in the previous chapter. These questions guided the strategies adopted for sampling, instrumentation, data collection, and data analysis as described below.

Sampling

The initial sampling decision defined the scope of the sub-study. The investigation was limited to elementary schools, generally, and to fifth grade classrooms, in particular. A limited scope was necessitated by limited resources and the organizational differences between elementary and secondary schools. A focus on elementary schools was adopted because of the more obvious need for accommodations in instruction due to the YRS schedule required by elementary teachers with whom students spend the vast majority of the school day for the entire year. Fifth grade was targeted for study because it is one of the target grades in the larger YRS evaluation and is the level at which a great deal of previous research on instructional effectiveness has been conducted.

The first evaluation question required a different sampling approach than the other two questions. Because the first question relied on archival data, a somewhat larger sample could be employed than for the second two questions which required on-site interviews and observations. Thus, the sampling strategy adopted for the first question was to begin with the sample of YRS elementary schools used in the larger evaluation study. This sample represented a random sample of the YRS population stratified on the type of year-round schedule, grade level configuration, and recency of YRS implementation. (See the report of the larger YRS evaluation for a detailed description of the sampling procedures employed.) From this sample, only schools that had operated on a year-round schedule for at least two years were considered, so that sufficient time had elapsed for adjustments required by YRS to have been implemented. These schools were then matched with PHBAO schools on a traditional schedule using a number of demographic characteristics such as region, size, and poverty ranking. (See Table II-1.)

Table II-1
Matched Year-Round and PHBAO Schools

Grade Config.	Region/ Sched.	Poverty Ranking Score/Rank	Percent Hispanic	Pop.	Percent LEP Spanish	Stability Rate	Stability Rank	Transiency Rate	Transiency Rank
1* K-6	B 45/15	108.531(133)	97.31	817	58.38	80.70	140	20.12	306
2**K-6	B	109.201(127)	97.78	1,173	54.56	82.42	94	18.92	336
3. K-6	B 45/15	113.917 (90)	88.26	869	50.98	58.98	407	41.08	18
4. K-6	B	116.841 (74)	79.19	692	60.26	80.30	149	22.81	248
5. K-5	B 45/15	105.594(163)	83.77	1,226	41.19	66.08	375	32.35	79
6. K-6	B	119.464 (65)	69.44	1,299	37.26	73.25	307	26.64	163
7. K-5	B C-6	102.734(192)	94.17	1,373	43.41	58.68	408	35.65	38
8. K-6	B	122.970 (53)	57.31	998	30.96	74.61	282	28.94	127
9. K-5	B C-6	107.813(141)	94.83	1,916	41.49	56.46	414	36.70	34
10. K-6	B	103.716(180)	95.65	276	48.91	91.20	2	9.27	428
11. K-6	C 45/15	120.440 (60)	64.96	1,153	33.82	66.43	73	34.50	53
12. K-6	C	120.265 (62)	74.33	1,079	50.42	69.58	347	31.85	82
13. K-6	C 45/15	130.055 (30)	21.96	1,002	6.79	76.31	247	24.41	224
14. K-6	C	129.985 (31)	25.22	1,007	17.48	78.13	205	24.42	223
15. K-6	C 45/15	123.341 (52)	59.22	1,302	30.03	63.56	390	39.12	44
16. K-6	C	125.442 (46)	48.21	1,004	33.27	75.05	271	28.60	132
17. K-6	C 45/15	130.239 (29)	57.95	1,064	41.64	71.68	325	32.89	79
18. K-6	C	126.613 (41)	41.35	757	27.74	74.17	289	29.22	118
19. K-6	D 45/15	114.842 (86)	58.47	850	30.71	79.85	157	26.77	159
20. K-6	D	113.095 (94)	71.20	672	26.34	83.91	60	16.70	382

* Odd Numbers represent Year-Round Schools
** Even Numbers represent PHBAO Schools

Table II-1
Matched Year-Round and PHBAO Schools
(continued)

Grade Config.	Region/ Sched.	Poverty Ranking Score/Rank	Percent Hispanic	Pop.	Percent LEP Spanish	Stability Rate	Stability Rank	Transiency Rate	Transiency Rank
21* K-6	D 45/15	96.644(224)	33.40	991	14.83	79.00	180	28.92	128
22**K-6	D	99.566(208)	45.49	521	21.31	73.68	298	29.55	111
23. K-6	E 45/15	104.776(171)	75.07	718	55.01	74.86	275	29.14	120
24. K-6	E	100.788(203)	73.89	969	47.16	75.47	264	29.17	119
25. K-6	G 45/15	108.492(134)	80.68	1,232	40.42	82.86	85	17.43	371
26. K-6	G	109.559(125)	98.75	877	48.12	78.36	197	20.31	299
27. K-6	H 45/15	105.017(170)	74.67	833	33.13	76.72	237	25.31	195
28. K-6	H	105.496(164)	73.39	684	34.50	77.33	227	28.51	133
29. K-6	H 45/15	106.760(152)	67.81	755	40.13	69.80	345	31.23	91
30. K-6	H	106.435(155)	65.28	481	31.19	82.75	87	19.25	326
31. K-6	H 45/15	108.801(131)	83.66	663	35.75	67.98	361	38.30	24
32. K-6	H	105.733(162)	80.56	463	23.33	82.22	106	23.41	243
33. K-6	H 45/15	107.817(140)	66.75	1,137	26.91	72.96	310	29.55	112
34. K-6	H	105.431(165)	69.25	644	20.81	74.68	280	25.24	199

* Odd numbers represent Year-Round Schools
** Even Numbers represent PHBAO Schools

This process resulted in a sample of 17 year-round schools and 17 PHBAO schools that were used to address the first evaluation question.

The sampling strategy for the second two evaluation questions employed a sub-sample of the year-round schools examined above. A purposive approach was adopted in which three pairs of year-round schools that were similar in demographic characteristics, such as region, size, and poverty, but differed in student achievement such as reading, mathematics and composition, as measured by student performance on the Survey of Essential Skills were selected for the study. (See Table II-2.) All six of these schools operated on a 45/15 schedule. In addition, one school that operated on a Concept-Six schedule and showed a relatively high pattern of student achievement was included. Thus, a total of seven schools were sampled to address the latter two evaluation questions. Within these schools, one fifth grade teacher per track (four at 45/15 schools and three at the Concept-Six school) were selected for inclusion. Generally, schools had only one fifth grade teacher per track; however, when there were more, one from each track was randomly selected.

Instrumentation

Specifications for sub-study instruments were formulated based on the evaluation questions developed. As shown in Table II-3, the variables, measurement methods, and respondent/settings required to address each evaluation question were identified. These specifications were used to identify archival data to be gathered by District personnel and served as a basis for the development of the following instruments:

- Principal Interview
- Teacher Interview
- Classroom Observation Protocol
- Curriculum Inventory

After development, all instruments were reviewed by representatives of the District and minor revisions were made. In addition, the classroom observation protocol was clinically pretested in one school by one university researcher and a member of the Research and Evaluation Branch of the District and revised accordingly. Copies of all instruments can be found in the appendix to this report.

Table II-2
Year-Round Schools Sub-Sample

Grade Config.	Region/ Sched.	Poverty Ranking Score/Rank	Percent Hispanic	LEP Pop.	LEP Spanish	Stability Rate	Stability Rank	Transiency Rate	Transiency Rank	Achievement Data 5th Gr. R	M	C
1* K-5	B 45/15	105.594(163)	83.77	1,226	505	66.08	375	32.35	79	78	71	79
2**K-6	B 45/15	113.917 (90)	88.26	869	443	58.98	407	41.08	18	56	53	58
3. K-6	D 45/15	96.644(244)	33.40	991	147	79.00	180	28.92	128	76	78	77
4. K-6	D 45/15	114.842 (86)	58.47	850	261	79.85	157	26.77	159	68	67	74
5. K-6	H 45/15	106.760(152)	67.81	755	303	69.80	345	31.23	91	78	71	77
6. K-6	H 45/15	108.801(131)	83.66	663	237	67.98	361	38.30	24	68	63	68
7. K-6	B C-6	107.813(141)	94.83	1,916	795	56.46	414	36.70	34	74	72	78

Note: In the achievement data/column, R = reading, M = mathematics, and C = composition.

* Odd numbers represent higher-achieving schools.
** Even numbers represent lower-achieving schools.

Table II-3
Instrument Specifications

Evaluation Issue	Variables	Measurement Method	Respondent/ Setting
1. How do the achievement levels of students in YRS compare to those of students in similar schools on traditional schedules?	Student Achievement	Survey of Essential Skills	District records
2. What is the nature of instruction in YRS?	**School Level**		
	Principal leadership (shared goals, academic emphasis, instructional guidance, management practices)	Interview	Principal Teacher
	Climate (appearance/maintenance of school buildings and grounds, feeling of safety)	Observation	School buildings and grounds
	Teacher collaboration	Interview	Principal
	Teacher assignment (basis for assignment, stability, experience)	Interview	Principal Teacher
	Student assignment to tracks, (basis for assignment, student characteristics by track)	Interview	Principal Teacher
	Perceived support	Interview	Principal
	Nature of instructional programs at school	Interview	Principal

Table II-3
Instrument Specifications (Continued)

Evaluation Issue	Variables	Measurement Method	Respondent/ Setting
	Class-level		
	Time (engaged, allocated, active learning time on task, interruptions)	Observation Interview	Class Teacher
	Direct instruction (degree of interactive instruction, use of effective instructional practices)	Observation	Class
	Curriculum (materials, content, assignments, degree of review)	Curriculum Materials Inventory	Class
	Standard-setting for achievement (progress monitoring, use of testing, standards for promotion and behavior, order, discipline, establishment of routines and procedures)	Observation Interview	Class Teacher
	Perceived support/morale (collaboration/communication with others, stress)	Interview	Teacher
	Instructional arrangements (team teaching, rotation, use of aides/volunteers, pull-out instruction)	Observation Interview	Class Teacher

Data Collection

Data collection involved three phases of activity: training, site visits, and debriefing. A one-day training session was held prior to site visits to familiarize all university researchers and Research and Evaluation LAUSD staff members involved in data collection with the instruments and data collection procedures. Interviewing techniques and the specific interview schedules were briefly discussed to insure common frames of reference. However, since the individuals involved were experienced in data collection, the majority of the session focused on the classroom observation protocol. After a group discussion of the instrument, teams of one university researcher and one Research and Evaluation LAUSD staff member observed a fifth grade reading period and independently completed the protocol. After the observation, each team met together to determine the correspondence between their observations and to identify any ambiguities or problems that emerged. These issues were subsequently discussed and resolved as a group so that common definitions and procedures were understood by all.

Each team was assigned responsibility for one school. Data collection at each school involved interviewing the principal, and making two visits to each of the four sampled fifth grade classes. These visits involved observations of reading and math instruction, an inventory of reading and math curricular materials in the classroom, and an interview with the teacher. Team members also informally observed school grounds and classroom operations and held informal conversations with teachers and other school personnel as possible. These informal observations and interviews were summarized by each visitor at the completion of data collection. Concurrent to the site visits, archival data were also gathered by Research and Evaluation staff at the District. The timeline of data collection activities is shown in Table II-4.

After the data collection was completed, a half-day debriefing session was conducted. During this session, site visitors shared their experiences and common themes and dimensions were identified. This discussion yielded important contextual information about the schools and allowed for the identification of important issues that emerged in the course of data collection.

Table II-4
Timeline of Study Activities

Task	Timeline 1983
Preparation of Design Plan	2/1 - 2/25
Scheduling of Initial Visits	2/15 - 3/15
Instrument Development	2/15 - 3/1
Instrument Tryout & Revision	3/1 - 3/14
Feedback on Instrurnents from YRS Program Office	3/7 - 3/14
Training	3/16
Data Collection	3/21 - 4/29
Data Analysis	5/2 - 5/31
Report Preparation	6/1 - 6/30

Data Analysis

Data analysis involved three steps: quality control, coding of open-ended responses, and analysis of the resulting data. The initial activities insured that the data were accurate, consistent, and in an appropriate form for analysis. The data analysis itself was directed at identifying important dimensions of year-round schools and their instructional programs. Analytic techniques included simple descriptive statistics, such as means, standard deviations and frequencies, and inferential tests, such as analysis of variance as appropriate.

The results of the sub-study are presented in Chapter III. In addition to the findings, recommendations are included for consideration by District and program personnel.

III. Findings and Recommendations

This chapter presents the findings and recommendations that emerged from the instructional sub-study of Year-Round Schools (YRS) in LAUSD. The discussion of the findings is organized around the two primary evaluation questions formulated for the sub-study. The chapter concludes with a summary of the major findings and a set of recommendations developed for consideration by District and program personnel.

Results of the Sub-Study

1. How do the achievement levels of students in YRS compare to those of students in similar schools on traditional schedules?

This question is comparative in nature and inquires into the relative achievement levels of students in YRS settings compared to those in similar schools on traditional schedules, i.e., predominantly Hispanic, Black, Asian and Other non-Anglo schools (PHBAO) matched on demographic characteristics. This question was formulated to determine if there was any apparent advantage or disadvantage to the year-round schedule. The issue was examined by comparing the performance of fifth grade students on the Survey of Essential Skills (SES) in matched year-round and PHBAO schools.

Table III-1 presents the comparison of the matched pairs of schools. Systematic differences in performance between year-round and matched PHBAO schools were not observed. In nine of the pairs, the YRS members showed higher mean performance on the SES than their respective PHBAO counterparts. In eight of the pairs, the PHBAO members showed higher mean performance than their respective YRS counterparts.

Table III-1
Achievement of Matched YRS and PHBAO Schools
on Survey of Essential Skills
(Grade 5)

School Pairs	Mean Reading	Percent Math	Correct Composition
1*	69	71	71
2**	69	60	69
3	56	53	58
4	61	66	67
5	78	71	79
6	71	65	67
7	69	66	69
8	63	61	61
9	74	72	78
10	70	66	71
11	59	56	64
12	60	54	60
13	77	61	71
14	64	53	68
15	62	51	64
16	72	73	76
17	60	49	62
18	63	59	66
19	68	67	74
20	75	67	76
21	76	78	77
22	78	70	81
23	77	70	78
24	66	57	70
25	72	70	75
26	74	72	75
27	75	71	77
28	71	68	68
29	78	71	77
30	77	71	76
31	68	63	68
32	70	66	74
33	71	68	74
34	79	72	78

* Odd numbers denote year-round schools
** Even numbers denote PHBAO schools

In summary, while this comparison was limited in scope and method for measuring achievement, systematic differences in achievement were not apparent between year-round and PHBAO schools. Thus, there do not appear to be consistent advantages or disadvantages to the YRS schedule at least at the fifth grade as measured by student performance on the SES.

2. What is the nature of instruction in YRS?

This question was examined using information from a variety of sources: interviews with principals and teachers, observations of reading and math instruction, inventories of curricular materials, and informal observations and discussions with school staff. Data collection focused on school and classroom practices that have been demonstrated in previous research to be related to effectiveness, particularly in urban settings. Since higher and lower achieving schools were selected for comparative purposes, first the achievement performance of students in Spring, 1982 and in Spring, 1983 were compared in order to determine whether the categorizations based on the 1982 data were maintained during 1983 when the sub-study data collection occurred. The results of this analysis are presented first. Then, the results related to school practices are presented followed by a discussion of classroom practices.

Achievement of Sub-Study Schools

As described more fully in the discussion of sampling procedures in Chapter II, three pairs of schools and one unpaired school were selected for the sub-study. The pairs were matched on demographic characteristics with one member categorized as higher achieving and the other as lower achieving based on the performance of fifth grade students on the SES. The seventh school was considered as higher achieving and was selected because of the type of YRS schedule on which it operated (Concept-Six). The achievement data were collected during Spring, 1982 as part of the District's regular testing program. Before comparing instructional practices in these pairs, it was important to determine if the categorizations were stable during 1983 since the sub-study was conducted during the 1982-83 academic year.

Table III-2 shows the achievement levels in sub-study schools during 1982 and 1983. Several points are noteworthy. First, all of the schools

categorized as lower-achieving showed dramatic gains in performance during 1983, frequently as large as 10 percentage points. Second, in one pair the pattern of performance was reversed in 1983 with the higher-achieving member in 1982 becoming the lower-achieving member in 1983.

In summary, there was marked improvement in the performance of sub-study schools categorized as lower achieving in 1982 during the year of 1983. This improvement may be at least partially due to the increased emphasis on basic skills in the District and the formulation of new policies, such as mandatory homework, established by the new superintendent. This finding, while important in and of itself, also suggested that the classifications of schools based on 1982 data as higher and lower-achieving were not sufficiently stable in 1983 to warrant maintaining the distinctions in the analysis of school and class practices. Thus, the analyses presented below, summarize school and classroom practices in the seven sub-study schools as a group. Taken together, they provide a picture of the nature of instruction in a sample (albeit small) of year-round schools.

Table III-2
Achievement of YRS Sub-Sample Schools on Survey of Essential Skills: Spring, 1982 - Spring, 1983 (Grade 5)

School	Mean Percent Correct 1982			Mean Percent Correct 1983		
	Reading	Math	Composition	Reading	Math	Composition
1	78	71	79	79	75	80
2	56	53	58	68	66	66
3	76	78	77	64	69	65
4	68	67	74	78	72	79
5	78	71	77	76	66	78
6	68	63	68	74	70	74
7	74	72	78	78	77	81

School Practices

Information about school practices was obtained through interviews with principals and fifth grade teachers about school operations, generally, and with respect to YRS, specifically. These interviews were supplemented by informal observations, by site visitors and informal discussions with other administrators and teachers.

Table III-3 summarizes the views of administrators and teachers about school operations in general. Overall, principals tended to be more positive in their views than teachers, probably a function of their position and responsibilities. However, both groups tended to agree that practices were in place supporting a clear and well-defined school focus. When asked about the nature of this focus, six of the seven principals interviewed indicated a combined basic skills and multicultural focus. Over half of the teachers interviewed identified this focus as well, with most of the others indicating a basic skills emphasis as the primary school focus. Principals and teachers also tended to view their schools as having high academic standards and providing a physical environment that was conducive to learning. However, a number of needs were consistently mentioned regarding the nature and maintenance of the physical plant that are described below.

When asked specifically about practices for assigning teachers and students to tracks, teachers generally felt that their interests and skills were taken into account and assignment was accomplished with minimal disruption.

When asked about the YRS schedule specifically, five of the seven principals felt that the 45/15 schedule was the best for increasing academic achievement. Over half of the teachers interviewed also shared this view. Interestingly, none of the principals and about 20% of the teachers favored the traditional September-June schedule. The remainder of the respondents mentioned the Concept-Six or modified Concept-Six schedules. Thus, the majority of interviewers favored YRS from the educational perspective. The preference for the 45/15 schedule, however, may be due to familiarity since six of the seven schools in the sub-study were operating on this schedule.

Table III-3
Principal and Teacher Reports of School Practices

Variable	Teachers (N=26) Mean*	SD	Principals (N=7) Mean*	SD
School Focus				
Clarity of goals/objectives	4.23	0.77	----	----
Agreement on goals/objectives	4.35	0.75	4.29	0.49
Perceived support for accomplishing goals/objectives	4.00	0.96	4.29	0.49
Input into goals/objectives	3.65	1.26	4.00	0.58
Accountability for meeting goals/objectives	4.16	1.07	4.71	0.49
Standards				
High academic expectations	3.96	1.08	4.43	0.53
Regularly assigned homework	4.81	0.49	4.86	0.38
Physical Environment				
Conducive to learning	3.46	1.30	4.71	0.49
Teacher Assignments				
School assignments based on interest and skills	3.14	1.24	----	----
Track assignments based on interests and skills	3.44	1.16	----	----
Student Assignments				
Track assignments accomplished with minimal disruption to parents	4.08	0.81	----	----
Track assignments accomplished with minimal disruption to teachers	3.92	0.86	----	----

*Measured on a five-point scale where "5" = strongly agree and "1" = strongly disagree.

When asked about the specific influence of the YRS schedule compared to the traditional September-June schedule, none of the principals and a minority of the teachers interviewed (less than one-fifth) felt that YRS was a negative influence on any of the areas identified (see Table III-4). In addition, there was general agreement among principals and teachers that teacher stress, teacher stamina, and student retention are improved under the YRS schedule.

Finally, principals and teachers were asked to identify the strengths of the year-round model as implemented at their school and areas in need of improvement at their school. These perceptions, particularly those related to the physical plant and available materials, were also noted by the site visitors in their summary descriptions and discussions during debriefing.

Consistently noted <u>strengths</u> of the year-round model were:

- increased continuity of the instructional program;
- improved morale and opportunities for rejuvenation of teachers;
- increased opportunity to use vacation periods (intersessions) for remediation and parent conferences;
- avoidance of less desirable alternatives such as double sessions;
- improved safety and behavior of students on the playground due to the smaller number of students present on the school campus on any particular day;
- more sustained contact with parents.

Several <u>needs for improvement</u> were consistently mentioned:

- increased custodial service for ongoing daily maintenance and normal repairs;
- more timely repair for extraordinary maintenance (e.g., broken windows, roof replacement, a burned-out room) carried out on weekends and holidays so that instruction is not interrupted;
- more timely and consistent repair of audio-visual equipment;
- installation of air conditioning in all rooms to reduce the discomfort of summer heat and smog;
- provision of supports to the roving teacher (e.g., assistance in moving, secure storage space);

Table III-4
YRS Influences Compared to
September - June Schedule

Area	Teacher (N=26)						Principal (N=7)					
	Improves		No Difference		Worsens		Improves		No Difference		Worsens	
	f	%	f	%	f	%	f	%	f	%	f	%
Student discipline	11	44.0	14	56.0	-	--	6	85.7	1	14.3	0	0
Teacher stress	16	61.5	6	23.1	4	15.4	6	85.7	1	14.3	0	0
Teacher stamina	17	65.4	6	23.1	3	11.5	7	100.0	0	0	0	0
Faculty absenteeism	14	58.3	6	25.0	4	16.7	2	28.6	5	72.4	0	0
Student absenteeism	8	32.0	12	48.0	5	20.0	3	42.9	4	57.1	0	0
Clerical absenteeism	2	14.3	11	78.6	1	7.1	1	14.3	6	85.7	0	0
Student retention	18	72.0	3	12.0	4	16.0	6	85.7	1	14.3	0	0
Relations with parents	6	25.0	16	66.7	2	8.3	5	72.4	2	28.6	0	0

- accommodation by the District for YRS operations (e.g., providing support personnel such as psychologists and nurses on a year-round basis, shifting reporting timelines to account for the year-round schedule);
- establishment of year-round community programs for students rather than a focus on summer activities (e.g., youth groups, YMCA, church activities);
- consistency with regard to type of YRS schedule over time and across all schools in a particular area;
- easier, up-to-date textbooks in content areas such as social studies, health, and science;
- more textbooks and instructional materials suitable for limited-and non-English speaking students;
- increased support and simplification of paperwork for administrators in year-round settings.

Classroom Practices

Classroom practices were examined through observations of instruction, interviews with teachers, and inventories of curricular materials. Findings are presented first for reading and then for math.

Reading. Five major types of classroom practices were examined: the roles of teacher and aide, the nature of reading instruction, the actual instructional time allocated to reading, student engagement in instruction (on-task vs. off-task), and the type and availability of curricular materials. Findings related to each area are presented below.

During the observations of reading, the teacher was present in all instances. A paid aide was present about 60% of the time. The most frequent teacher role observed was that of small group instructor (see Table III-5). The most commonly observed role for paid aides was also that of small group instructor, although there was considerable variability in the roles of aides across classrooms (see Table III-6).

Table III-5
Reading: Teacher Role

Role	Time Spent* Mean	SD
Whole class instructor	0.35	0.86
Large group instructor (9+)	0.55	1.08
Small group instructor (2-8)	2.06	1.60
Monitor	0.33	0.77
Tutor	0.29	0.96
Other	0.27	0.96

*On a five-point scale where 0 = none or almost none, 1 = about 1/4, 2 = about 1/2, 3 = about 3/4, 4 = all or almost all.

Table III-6
Reading: Role of Aide

Role	Time Spent* Mean	SD
Whole class instructor	0.14	0.46
Large group instructor	0.47	1.06
Small group instructor	1.51	1.62
Monitor	0.27	0.76
Tutor	0.59	1.26
Preparer/Clerk	0.37	1.11
Other	--	--

*On a five-point scale where 0 = none or almost none, 1 = 1/4, 2 = about 1/2, 3 = about 3/4, and 4 = all or almost all.

In examining the nature of reading instruction, observers noted some emphasis in a variety of skill areas; however, the most frequent emphasis observed was on vocabulary and literal comprehension (see Table III-7). Lessons tended to focus primarily on cognitive instruction with a minimal amount of time devoted to classroom management or social/motivational concerns. Further, teachers observed tended to favor an interactional approach to instruction that involved questions and answers with feedback on student responses (See Table III-8.) Observers noted that this interaction most commonly focused on continuing skill development or the acquisition of new skills and concepts. In observing the activities of students, observers noted that the majority of students were engaged in a directed lesson or a written seatwork assignment (see Table III-9).

Table III-7
Reading: Skill Emphasis

Area	Amount of Emphasis*	
Oral reading	2.95	1.27
Decoding	2.17	1.05
Structural analysis	2.26	1.09
Vocabulary	3.25	1.23
Literal comprehension	3.11	1.30
Higher-order comprehension	2.87	1.23
Other	2.02	1.21

*On a five-point scale where 1 = none and 5 = a great deal.

Table III-8
Reading: Instructional Approach

Area	Time Spent* Mean	SD
Cognitive instruction	2.98	1.20
Classroom management	0.45	0.82
Social/motivation	0.22	0.45
Other	0.16	0.71
Method		
Presenting/lecturing	1.02	1.09
Interactions (questions, feedback)	2.49	1.21
Silent (observing)	0.49	0.88

*0 = none or almost none, 1 = about 1/4, 2 = about 1/2, 3 = about 3/4, and 4 = all or almost all.

Table III-9
Reading: Types of Student Activities Observed

Type of activity	Percent of Students Mean	SD
Getting directions	7.34	20.21
Directed lessons	29.73	25.51
Written seatwork assignments	46.25	31.43
Supplementary material	8.33	21.20
Puzzles, games, manipulatives	0.48	2.31
Audio-visual	1.78	9.13
Other	6.09	16.11

To summarize their observations, observers rated each classroom on a variety of dimensions (see Table III-10). Their ratings indicated that the majority of students had an opportunity for independent practice of reading skills. Observers further indicated that academic standards and expectations tended to be generally clear and understood by students, in the obervers' opinion.

Observers viewed students as relatively self-sustaining and moderately interested in their tasks. In this regard, it is interesting to note that few opportunities for student choices in their tasks or activities were observed. Teachers were viewed by observers as generally enthusiastic about reading and supportive of students.

Table III-10
Reading: Classroom Dimensions

Dimensions	Mean	SD	
Opportunity for independent practice	2.98	1.18	On a five-point scale: where 0 = none or almost none of students, 1 = about 1/4, 2 = about 1/2, 3 = about 3/4, 4 = all or almost all
Academic standards and expectations	1.82	0.84	where 1 = clear/understood by students and 5 = ambiguous/ not well understood
Student independence	1.96	0.94	where 1 = self-sustaining and 5 = adult dependent
Student interest	2.29	0.84	where 1 = most students very interested and 5 = few students interested
Student choice	4.16	0.97	where 1 = most students given choices and 5 = few students given choices
Teacher support	1.80	0.87	where 1 = very supportive and 5 = hostile

Finally, observers rated classrooms as generally smooth and well-organized. These ratings were confirmed by observations of transitions and interruptions during reading instruction. Transitions accounted for about 3 minutes, on the average, and transitions were considered by observers as generally smooth. Typically, observers noted about 1 or 2 interruptions during the reading period (e.g., students entering with announcements, a parent entering unexpectedly).

Perhaps one of the most striking findings of the sub-study concerned the amount of instructional time allocated to reading instruction. On the average, we found that 55.5 minutes were allocated to reading instruction although there was substantial variability across teachers (SD=18.17). This variation is illustrated in Table III-11. As can be seen from the table, reading instruction ranged from 30 to over 90 minutes in sub-study observations. About one-third of the teachers observed provided less than 50 minutes reading instruction. About half provided 50 to 70 minutes with the remaining 17% spending over 70 minutes on reading per day.

Table III-11
Reading: Actual Instructional Time

Minutes	f	%
90+	2	8.33
80-89	1	4.17
70-79	1	4.17
60-69	5	20.83
50-59	7	29.17
40-49	5	20.83
30-39	3	12.50

Observers also noted the number of students who appeared engaged in their learning tasks (on-task) and those who did not appear involved (off-task) at the beginning, middle, and end of each instructional period observed. On the average, about 88% of the students observed were on-task and about 12% were off-task. However, there was considerable variability across classrooms (SD=16.02).

Finally, curricular materials for reading were inventoried by observers. These inventories suggested that the majority of teachers used one major adopted series as their primary reading text (e.g., Macmillan, Houghton-Mifflin, Scott-Foresman, Ginn). Most tended to be fairly recent (since 1980). These texts were generally in English and the reading grade levels of the series used ranged from 2nd to 6th grade. In some cases, teachers supplemented their primary textbook series with older books from the obsolete Book Repository in the District.

While the majority of teachers within a school tended to use the same textbook series as their primary reading text, they differed in the number and kind of supplemental materials used. These supplemental materials varied considerably from teacher to teacher and were often purchased by individual teachers for their own use. The majority of supplemental materials were in English, with a few Spanish materials in some classrooms.

Most classes observed had an assortment of independent reading books for students' use (e.g., biography, adventure, fantasy). Most of these books were in English, although books in Spanish and Korean were noted in a few classes. Few or no "free reading books" were found in the classes of roving teachers which they explained was due to logistical difficulties in moving them around.

Reference books, such as dictionaries and encyclopedias were seen in most classes. These references were always in English and teachers noted the need for such materials in other languages, particularly Spanish. Teachers also noted that they often supplemented their materials with those from the school library, resource room, or bookmobile.

Relatively few audio-visual materials, instructional games, and puzzles were seen by observers. Teachers varied in their reports of using these materials. Some reported obtaining such materials from the District's Curriculum Center or their own purchases; however, most teachers indicated limited use due to the logistics of room sharing and room roving.

In summary, reading instruction tended to take place in small groups. Most of the directed lessons time was devoted to cognitive instruction with a minimal amount of time devoted to classroom management or social/motivational concerns. Teachers focused most frequently on vocabulary development and literal comprehension in their instruction and most often used an interactional approach involving questions, answers, and feedback to students. Observers' ratings of the classroom climate were generally positive. Teachers varied substantially in the amount of time allocated to reading instruction ranging from 30 to over 90 minutes. On the average, about 88% of of the students observed were on-task and about 12% were off-task. Finally, teachers observed tended to use one major adopted textbook series as their basic reading texts. Supplemental materials varied considerably across classrooms, and teachers noted difficulties in keeping a wide range of such materials available due to the logistical difficulties of room sharing and room roving.

Math. Observers collected parallel information for math instruction as for reading instruction. Since many of the trends identified for reading also held for math, most of the data on observations of math instruction are included as supplemental tables in the Appendix to this report. The discussion here focuses on patterns observed in math instruction that differed from those observed for reading instruction.

While teachers were also present in all observations of math instruction, paid aides were present less frequently than in reading (38% of the math observations compared to 60% of the reading observations). While there was considerable variability among teachers, the most typical teacher roles in math instruction were as whole class instructor or large group instructor. Aides were observed in a variety of roles during math instruction but no role emerged as dominant.

As with reading, the majority of instruction time was spent on cognitive instruction with minimal time devoted to classroom management or social/motivational concerns. In contrast to reading, teachers tended to use presenting and lecturing approaches more often in math instruction, although interactional approaches were also noted. As with reading, the majority of students were engaged in a directed lesson or written seatwork during math observations. Observer ratings of classroom dimensions during math paralleled their ratings during reading.

A variety of skill emphases were noted by observers during math instruction (see Table III-12). Operations with fractions and decimals and math concepts were most frequently noted, although observers also noted some emphasis on computation and math applications. These findings may be at least partially a function of the time during which the observations were conducted. Most of the observations were conducted just prior to the administration of the SES and many teachers indicated that they were emphasizing fractions and decimals in preparation for the test. Most indicated that their emphasis on computation and math applications was stronger throughout the academic year.

Table III-12
Math: Skill Emphasis

Area	Amount of Emphasis* Mean	SD
Computation	2.69	1.49
Operations with fractions and decimals	3.41	1.39
Math applications	2.29	1.12
Math concepts	3.20	1.34
Other	2.18	1.03

*On a five-point scale where 1 = none and 5 = a great deal

As with reading, observers noted considerable variation in the amount of instructional time devoted by teachers to math. On the average, 42.6 minutes were allocated to math instruction (SD = 11.19 minutes). However, teachers ranged from spending less than 30 minutes on math to over 60 minutes (see Table III-13). About one-third of the teachers observed, spent less than 40 minutes per day on math. About 40% spent 40-49 minutes per day. The remaining one-quarter spent over 50 minutes in math instruction per day.

Table III-13
Math: Actual Instruction Time

Minutes	f	%
60 or more	3	13.04
50-59	3	13.04
40-49	9	39.13
30-39	6	26.09
Less than 30	2	8.70

As in reading, observers' counts of students on-task and off-task suggested that the majority of students (87%) were engaged in their learning tasks, on the average, with about 13% off-task, on the average. Again, there was considerable variability across classrooms on this dimension (SD=17.35).

Finally, inventories of curricular materials used for math indicated that the majority of teachers rely on one main math textbook. However, a few teachers did use two or three texts simultaneously. The most common text was Mathematics in Our World by Addison-Wesley. The text is recent (1981) and written at the fifth grade level in English. Teachers indicated two common problems with the text. First, it does not cover all of the skills tested on the SES. Second, it is too difficult for many children in their classes, both in math content and reading level.

In summary, math instruction was typically delivered by teachers to the whole class or to large groups of students. The majority of instructional time tended to focus on cognitive instruction rather than classroom management or social/motivational concerns. Teachers tended to use lecturing and presenting approaches more frequently in math than in reading, although interactional approaches were also noted. Instruction observed focused most heavily on operations with fractions and decimals and on math concepts,

although teachers noted a heavier emphasis on computation and math applications throughout the school year. As with reading, there was considerable variation in the amount of time allocated to math instruction ranging from less than 30 to over 60 minutes per day. The majority of students (87%) were on-task and 13% were off-task, on the average. Finally, most teachers observed, tended to rely on a recent math text published by Addison-Wesley written at the fifth grade level. While teachers tended to note problems in the difficulty of math content and reading level of the text, relatively few supplementary materials were observed in use.

Summary of Findings

The sub-study yielded a description of the character of instruction in a small sample of year-round schools. These descriptions were drawn from interviews with teachers and principals, observations of reading and math instruction, inventories of curriculum materials, and District records. Formal data collection was supplemented by informal interviews and observations by site visitors.

The following major findings emerged:

- There were no systematic differences in the average levels of achievement of students in sampled year-round schools compared to students in similar schools (matched on demographic characteristics) operating on a traditional schedule.

- There were marked improvements in the performance of fifth grade students on the SES in schools categorized as lower-achieving in the 1982-83 sub-study.

- Teachers and principals tended to have positive views of their school's academic focus and learning environment.

- All of the principals and the majority of teachers favored the YRS schedule to the traditional September-June schedule, from an educational point of view.

- Principals and teachers generally agreed that teacher stress, teacher stamina, and student retention were improved under the YRS schedule.

- Principals and teachers viewed the primary strengths of YRS as increased continuity of the instructional program, improved teacher morale, opportunities for productive use of vacation sessions, avoidance of less desirable alternatives such as double sessions, improved student behavior, and more sustained contact with parents.

- Consistently noted were needs for improvement concerning daily and extraordinary maintenance of the physical plant, grounds, and equipment, air-conditioning in classrooms, support to the roving teacher, District accommodation to YRS, year-round community activities, consistency of type of YRS schedule, easier and up-to-date textbooks in content areas, more textbooks and instructional materials suitable for limited-and non-English speaking students, and increased support and simplification of paperwork and administrative demands in YRS settings.

- Reading instruction tended to take place in small groups. Most of the time in directed lessons was devoted to cognitive instruction with a minimal amount of time devoted to classroom management or social/motivational concerns. Teachers focused most frequently on vocabulary development and literal comprehension in their instruction and most often used an interactional approach involving questions, answers, and feedback to students. Observers' ratings of the classroom climate were generally positive. Teachers varied substantially in the amount of time allocated to reading instruction ranging from 30 to over 90 minutes. Of the students observed about 88% were on-task and about 12% were off-task. Finally, teachers observed tended to use one major adopted textbook series as their basic reading texts. Supplemental materials varied considerably across classrooms and teachers noted difficulties in keeping a wide range of such materials available due to the logistical difficulties of room sharing and room roving.

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Recommendations

Based on the findings of the sub-study, the following recommendations were formulated for consideration by District and program personnel.

1. Provide increased custodial service for ongoing daily maintenance and normal repairs of school buildings, grounds, and equipment.

2. Provide more timely repair and extraordinary maintenance on weekends and holidays so that instruction is not disrupted.

3. Provide more timely and consistent repairs of audio-visual equipment.

4. Expand efforts to install air conditioning in classrooms.

5. Provide greater support for the roving teacher which should include assistance in moving, and secure storage space.

6. Review District procedures and policies and modify them to accommodate the YRS schedule (e.g., assigning support personnel such as school psychologists and nurses on a year-round basis, shifting reporting deadlines to account for the year-round schedule).

7. Work with community agencies to expand focus to year-round rather than primarily summer activities.

8. Adopt and implement a District-wide policy to insure that all feeder schools in particular areas operate on the same type of YRS schedule. The policy should be disseminated to parents, teachers, and all school personnel so that the intent and objective of the policy is understood.

9. Provide additional support to administrators in YRS settings (e.g., simplify paperwork and reporting, provide access to microcomputers for room scheduling, and student assignment).

10. Investigate the feasibility of providing up-to-date textbooks in content areas such as science, health, and social studies. Teachers should have the option of selecting texts at a variety of reading levels to accommodate the differing reading levels of students in their classes.

11. Investigate the feasibility of providing additional textbooks and instructional materials suitable for limited and non-English speaking students, particularly in the content areas identified above.

12. Develop procedures to insure that teachers are providing the District-established minimal amount of instruction (60 minutes for reading and 45 minutes for math) daily.

13. Establish procedures for identifying particularly gifted "master teachers" in the District and provide opportunities for them to provide staff development sessions to other teachers in the District. Topics of sessions should be established through a consensus of teachers at the school site. An area of need noted by site visitors concerned strategies for sparking student interest and encouraging more active involvement and inquiry on the part of students.

14. Investigate the feasibility of providing additional facilities for students in YRS settings (e.g., restrooms, drinking fountains, tables, and benches). Observers noted that YRS schools are still very crowded.

15. Encourage principals to establish procedures for encouraging communication and collaboration among teachers, particularly those on different tracks.

SUPPLEMENTARY TABLES

Table A-1
Math: Teacher Role

Role	Time Spent* Mean	SD
Whole class instructor	1.27	1.33
Large group instructor (9+)	0.92	1.49
Small group instructor (2-8)	0.65	1.13
Monitor	0.75	1.17
Tutor	0.25	0.83
Other	0.12	0.59

*On a five-point scale where 0 = none or almost none, 1 = about 1/4, 2 = about 1/2, 3 = about 3/4, and 4 = all or almost all.

Table A-2
Math: Role of Aide

Role	Time Spent* Mean	SD
Whole class instructor	0.71	1.17
Large group instructor	0.13	0.57
Small group instructor	0.73	1.28
Monitor	0.71	1.15
Tutor	0.46	1.03
Preparer/clerk	0.35	1.06
Not present	0.08	0.56

*On a five-point scale where 0 = none or almost none, 1 = almost 1/4, 2 = about 1/2, 3 = about 3/4, and 4 = all or almost all.

Table A-3
Math: Instructional Approach

Area	Time Spent* Mean	SD
Cognitive instruction	3.02	1.36
Classroom management	0.46	0.98
Social/motivation	0.15	0.37
Other	0.25	0.84
Presenting, lecturing	1.87	1.30
Interactions (questioning feedback)	1.50	1.19
Silent (observing)	0.56	1.01

*On a five-point scale where 0 = none or almost none, 1 = about 1/4, 2 = about 1/2, 3 = about 3/4, and 4 = all or almost all.

Table A-4
Math: Types of Student Activities Observed

Type of Activity	Percent of Students Mean	SD
Getting directions	6.52	21.50
Directed lessons	44.87	35.98
Written seatwork assignments	35.92	34.25
Supplementary materials	2.57	11.07
Puzzles, games, manipulatives	1.31	8.94
Audio-visual	0.09	1.10
Other	7.44	22.30

Table A-5
Math: Classroom Dimensions*

Dimension	Mean	SD
Opportunity for independent practice	2.90	1.56
Classroom management	1.85	0.97
Student independence	2.02	0.93
Student choice	4.40	0.89
Academic standards and expectations	1.87	1.01
Student interest	2.08	0.97
Teacher enthusiasm	1.81	0.81
Teacher support	1.86	0.84

*On a five-point scale where 0 = none or almost none, 1 = about 1/4, 2 = about 1/2, 3 = about 3/4, and 4 = all or almost all.

SECTION B

Year-Round Schools Parent/Student Sub-Study Report

Year-Round Schools Program
Parent/Student Sub-Study (1982-83)

Submitted to

Los Angeles Unified School District

July 1, 1983

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Introduction

One component of the two-year evaluation of the Year-Round Schools (YRS) program of the Los Angeles Unified School District (LAUSD) is an assessment of the attitudes of parents of participating students. A Likert scale type questionnaire was developed in 1981-82 to provide information concerning preference for YRS or traditional scheduling in reference to child care, vacation schedule, homework, attendance, academic performance, and a number of other variables. In the 1981-82 evaluation, 20,174 questionnaires in English, Spanish, Chinese, Korean, and Armenian were mailed to parents with children in the sample schools at targeted grade levels. Only 3,000, or 15% of the questionnaires were returned.

In planning for the second year (1982-83) evaluation, the external Evaluation Planning Team and District staff sought a methodology that would result not only in a higher response rate, but would also be less taxing on the resources of the Research and Evaluation Branch of LAUSD. Processing the mailed questionnaires in five languages had been a heavy burden on District personnel.

Since year-round schools are a reality and in all probability will have to continue for some time into the future, and because findings of the 1981-82 study indicated that the primary objective to reduce overcrowding in target schools had been met, the Evaluation Team decided to change the focus of the parent survey. Instead of sampling parental preference for the September to June (traditional calendar) or the year-round school schedule, the survey would seek to determine the extent of change, if any, of a number of variables, by comparing "this year" with "last year", keeping in mind that the year-round schedule was in operation during both years. Essentially, the new survey would attempt to obtain opinions concerning the following questions. To make year-round schools better:

a. Has the <u>student</u> made necessary adaptations?
b. Has the <u>school</u> made necessary improvements?
c. Has the <u>parent(s)</u> made necessary accommodations?

For comparison purposes, basically the same questions asked in the 1981-82 study were included in this year's survey.

Methodology

A number of means of sampling parental opinion were considered, including telephoning homes, using bilingual interviewers, sending a questionnaire home to the parents with their children, and interviewing parents at home or at school. All three presented major disadvantages. A stranger attempting to reach parents at home by phone, and asking involved questions about school requiring choices, would not be very successful. Personal interviews would require appointments and would be expensive and time consuming. Merely sending a questionnaire home with students would probably be less effective than the mailed survey.

It was felt that the complexity of the questionnaire used the previous year, even though it had been translated, had in all probability been a major factor in the low response rate. It was also believed that the existing high communication barrier between home and school could be effectively bridged through student involvement. A high proportion of Spanish-speaking families, particularly recent immigrants, rely heavily on their older children to explain and interpret written communication.

Basic Research Strategy

The Evaluation Planning Team agreed to administer a questionnaire to sixth, eighth, and twelfth grade students and have the same students take another questionnaire home, with clear instructions on how to assist their parents in completing it, if necessary. This type of student participation had the potential of increasing the rate of response from parents and also offered an additional source of information concerning the Year-Round Schools program.

Ten elementary, ten junior high, and four senior high schools were selected for the survey. Four classes were sampled from each school, covering low, average, and high scholastic levels.

The Parent Questionnaire, included in the Appendix, was designed to elicit responses on seven items concerning the student, four items about the school, and three items about the respondent. A Likert scale type of options was offered, with "5" indicating the variable "better this year" and "1", "better last year". A response of "3" meant there was "no difference" and indicated the neutral position. Three sub-questions asked the number of school age children in the family, the number of different year-round

schedules to which they are assigned, and the name of the school (the child taking the questionnaire home) attended last year. Space was provided for written comments.

In addition to the Coordinator of the sub-study, five evaluators were appointed to administer the instrument and analyze data from four classes in four schools. All tracks were included in the survey, thus requiring the evaluators to return to each school a second time to administer the questionnaire to students not in school during the first visit.

A cover letter from Dr. Floraline Stevens, Director of Research and Evaluation, LAUSD, explained the objectives of the survey and emphasized its importance. The letter and the questionnaire were translated into Spanish on the reverse side.

Three high school classes were used to field test the instrument with students and parents. The information gained from the field test served as the basis for a training meeting with the evaluators, where the objectives of the study and procedures for administering the survey instrument were discussed. Explicit written directions were given, covering each step of the administration from setting up school appointments to collecting the questionnaires. Emphasis was placed on pointing out to the respondents that the survey was not seeking opinions on the Year-Round Schools program but intended, instead, to obtain information on opinions concerning schooling this year as compared to last year.

The evaluators administered the instrument to the students by, first explaining its purpose, describing the scale, and finally reading each of the 14 questions to the class. Students, not attending a year-round school the previous year, were excused from the study since the concern was on whether there had been a change in the variables included in the questionnaire from the previous year. A surprisingly small number of students (one to three per class) were in this category.

The student respondents appeared to give serious attention and thought to every item, taking about 35 minutes to complete the entire process. The evaluators then collected the student questionnaires, distributed the Parent Questionnaire, and instructed the students on how to explain it to their parents. Stress was placed on the importance of returning the Parent Questionnaire to the teachers the following day.

Data were coded for computer analysis and these analyses of the descriptive data were examined and serve as the basis for the report which follows.

Parent Questionnaire

Response Rate

The response rates from parents by school ranged from 28% to 74%, with seven schools ranking below 50% and 13 schools at 62% and above. Three schools had a response rate above 72%. The percentage of parent responses were based on the number of students who received a parent questionnaire. As shown in Table 1, elementary school responses far exceeded other levels. By typical social science research standards, this is considered a very successful rate of return.

Table 1
Response Rate by Level: Parents

Level	Schools	Questionnaires Distributed	Questionnaires Returned	Response Rate
Elementary	10	958	629	66%
Junior High	10	941	494	52
Senior High	4	376	199	53
Total	24	2275	1322	58

Languages

As previously noted, the questionnaire was written in English and Spanish, and students were instructed to have their parents answer in the language they preferred. Although, the questionnaires were available in Korean, Chinese, and Armenian, the evaluators did not report any instances of requests for them in these or other languages. As shown below, a significant number of parents responded in Spanish.

Table 2
Response Rate by Language: Parents

Language	Number Responding	Percent
English	933	70.58%
Spanish	389	29.42
Total	1322	100.00

Vacation Schedules

Parents were asked if their children were all on the same vacation schedule, and if not, to indicate the number of different schedules they attended. The results are presented in Table 3. One question (14b in the instrument) may have been confusing since a clear majority did not respond.

Table 3
Vacation Schedules

No. of Schedules	Total
1	66
2	448
3	70
4	3
No Response	731

Discussion and Interpretation

The data were tabulated by level, schedule, and track. The evaluators interpreted the data by school, and the results are summarized in Tables 4, 5, and 6. The first number shows the percent of parents marking above the "3", or neutral position, indicating that the variable was "better this year". In parentheses is the percent of parents who feel the variable is the same or "better this year", the total of "3", "4", and "5" percentages.

Overall analysis of the parent responses indicates that most believe their child's feelings about school, quality of school work, behavior, homework, and attendance are somewhat better, or better this year. Over 50% of the elementary school parents responding, rated these variables above the neutral "3" position. Except for behavior in school, which ranked slightly lower, junior high parents also rated the same variables above the neutral position.

While parents of senior high students did not respond as favorably as parents with children at the other levels, still, more than 38% rated their children's feelings about school, quality of school work, and homework somewhat better or better this year than last year.

Parents were asked about their child's chances of finding a job during off-track time only if the child was attending high school, but 73.5% of parents of junior high students also responded to the question.

Of considerable significance to the purposes of this report is the fact that on every item, shown in Table 4, from 80.9% to 93.5% of the respondents felt the variable was either the same or better this year than last year. Another way of viewing this is, that only 6.5% to 19.1% of the parents responding felt that any of the variables was better last year.

Table 4
Parent Opinions: The Child

Your Child's	Elem.	Jr. High	Sr. High
1. Feelings about school	53.6% (84.8)	50.8% (84.8)	38.2% (87.4)
2. Quality of school work	63.5 (87.5)	59.8 (85.5)	44.7 (86.9)
3. Behavior in school	53.2 (83.7)	47.4 (86.5)	36.7 (93.5)
4. Homework	59.8 (85.9)	53.8 (86.4)	39.7 (83.9)
5. Attendance	50.5 (80.9)	53.5 (84.7)	36.7 (85.4)
6. Participation in sports or other school activities	44.8 (81.5)	39.5 (84.0)	30.2 (84.5)
7. Chances of finding a job - during off track-time (high school only)	----	22.1 (64.0)	30.2 (79.4)

In reference to the school's condition during hot weather, although more than 50% of the respondents in all three levels as shown in Table 5, felt there was no difference from last year, a substantial percentage considered conditions to be better than last year.

Respondents felt there was improvement in all variables over which the school has direct control, including cleanliness of buildings, efforts to keep parents informed about their child's progress, and efforts to communicate with them about school activities. In particular, a remarkable 65% of parents of senior high students felt the buildings were cleaner, and 58% of those with children in elementary school approved of efforts to keep them informed about their children's progress.

Here again, the exceptionally high percentage of parents who felt the variables in Table 5 were either the same or "better this year" should be noted. Parents of high school students, particularly, are saying that teachers and administrators are keeping them informed about their children's progress, and that the school is effectively communicating with them about school activities.

Table 5
Parent Opinions: The School

The School's	Elem.	Jr. High	Sr. High
8. Conditions during hot weather in summer	29.6% (77.3)	27.2% (81.0)	23.6% (81.9)
9. Cleanliness and appearance of buildings and grounds	47.3 (86.9)	40.7 (85.0)	65.5 (95.7)
10. Efforts to keep you informed about your child's progress	58.0 (88.4)	51.7 (90.8)	42.2 (91.4)
11. Efforts to communicate with you about school activities	50.8 (85.8)	46.4 (88.7)	32.2 (91.0)

Responses to the final three items listed in Table 6, asking parents to evaluate themselves, show the lowest percentages of all 14 variables as being "better this year". Again, however, a significant number, of parents of students in elementary and junior high schools, gave positive responses that indicate improvement this year over last year.

Table 6
Parent Opinion: The Parent

About You	Elem.	Jr. High	Sr. High
12. Your arrangements for child care	39.9% (86.0)	34.6% (89.9)	24.2% (92.0)
13. Your feelings about year-round schedule and vacation plans	32.7 (75.5)	33.0 (81.4)	20.6 (74.4)
14. Your participation at the school	27.7 (80.5)	24.9 (87.2)	13.5 (91.4)

Written Comments

Space was provided for comments, and parents made 119 statements that directly reflected their feelings about YRS. Of these, 68 were negative, 41 positive, and 10 were neutral. Comments regarding instruction were generally positive, with 47 parents stating they were pleased with their children's learning and 21 expressing dissatisfaction. Many of the negative comments concerned "too much vacation", causing children to forget what they had learned. Forty-six parents expressed negative feelings about the effect of YRS on vacation planning, particularly with children in the same family attending school on different tracks. No other comments were clustered around specific issues or concerns.

Student Questionnaire

Response by Levels

The Student Questionnaire, containing the same variables as the instrument used with parents, was administered to 2,275 students in 24 sample Year-Round Schools. The response rate by level is noted in Table 7.

Table 7
Response by Level: Students

Level	Schools	Number Responding
Elementary	10	958
Junior High	10	941
Senior High	4	376
Total	24	2275

Languages

The instrument was prepared in both English and Spanish. Students were advised to complete the questionnaire in the language they preferred. Evaluators who also spoke Spanish used both languages to establish closer rapport with the students. No requests were received for questionnaires in any other language. A small number, as shown in Table 8, responded in Spanish.

Table 8
Response by Language: Students

Language	Number Responding
English	2217
Spanish	58
Total	2275

Discussion and Interpretation

As with the Parent Questionnaire, the data were tabulated by level, schedule, and track. An interpretation was made for each school by the evaluators and the summarized results are presented in Tables 9, 10, and 11.

These tables show the percent of frequencies for each variable, with the top number indicating the percent of respondents who marked above the "3" or the neutral position, i.e., "4" or "5". The number in parentheses shows the percent of students who feel the variable is the "same as last year" or "better this year". Put in another way, the figure represents the percent of students who marked "3", "4", and "5".

The first seven variables shown in Table 9, all calling for introspection, asked the respondents to reflect on how they felt about school, the quality of school work, behavior, attendance, participation in co-curricular activities, and job opportunities. Students gave positive responses to most variables.

It is important to note that not only did a high percentage of students at all levels report feeling better about school, and about the quality of their school work this year, the percentages are higher than the rating given by their parents. A further comparison of student responses, on the remaining five variables, (Table 9) with the responses made by the parents shows the same to be true in most cases.

Table 9
Student Opinions: The Student

About You	Elem.	Jr. High	Sr. High
1. How do you feel about school in general?	56.9% (79.0)	52.1% (78.8)	48.6% (81.0)
2. How do you feel about the quality of school work?	72.1 (86.7)	57.3 (76.9)	50.3 (81.4)
3. How is your behavior in school?	53.0 (84.2)	49.1 (84.0)	46.0 (88.3)
4. How do you feel about the homework you receive?	62.7 (84.0)	50.2 (84.8)	38.0 (81.4)
5. How is your attendance?	50.0 (75.8)	51.3 (80.1)	41.8 (80.1)
6. How is your participation in sports or other school activities?	44.0 (74.5)	43.0 (78.3)	30.0 (74.7)
7. How are your chances of finding a job during off-track?	----	38.2 (83.3)	47.2 (80.3)

Students' responses to item 8 (Table 10) about comfort in school during hot summer days, follows closely the responses made by the parents. Students' feelings about items 9, 10, and 11, referring to variables that are directly the responsibility of school personnel, were very positive, with percentages ranging from 32.9% to a high of 75.8% above the neutral position.

Senior high students, in greater numbers than their parents, felt the cleanliness of their schools is better this year, and elementary school respondents, in close agreement with their parents, gave a high positive response to their school's efforts to keep parents informed about their scholastic progress.

Table 10
Student Opinions: The School

The School	Elem.	Jr. High	Sr. High
8. How do you feel about going to school on hot days during the summer?	28.3% (72.1)	24.6% (75.3)	15.9% (65.0)
9. How is the cleanliness and appearance of buildings and grounds?	45.1 (83.7)	42.6 (83.5)	75.8 (95.7)
10. How are the efforts to keep your parents informed about your progress in school?	55.7 (86.1)	50.4 (82.8)	42.8 (87.8)
11. How are the efforts to inform your parents about school activities?	47.8 (87.2)	40.6 (87.4)	32.9 (89.3)

On the last three variables (Table 11) asking questions about the students' parents, the responses were less positive, reflecting some inconveniences or problems caused by YRS in the arrangement for care of children and youth during off-track time, and in planning vacations.

The lowest percentages of the entire survey, regarding parents' participation in school activities, are reported at the junior and senior high school level. The number in parentheses that includes "no difference", in all probability indicates that most parents at these school levels simply do not attend school activities.

Table 11
Student Opinions: The Parent

The Parent	Elem.	Jr. High	Sr. High
12. How are the arrangements your parents make for your care during off track time?	44.3% (84.6)	38.6% (83.7)	20.2% (86.7)
13. How do your parents feel about year-round schedule and vacation plans?	33.6 (72.5)	25.9 (78.0)	19.4 (75.8)
14. How is your parents' participation in school activities?	24.2 (73.8)	13.6 (84.8)	8.3 (89.4)

Written Comments

Space was provided on the Student Questionnaire for written comments and students gave additional opinions about YRS or school in general. The evaluators reviewed the comments and after considering a number of methods of grouping them into broad categories, selected five, each with sub-categories. The tabulated results, reported in Table 12, reveal that students generally are adjusting well to the new schedule.

Some students expressed concern that certain courses needed for graduation or for college admission are not offered on their track, or that courses were cancelled because of low enrollment.

Positive statements regarding the quality of instruction outnumbered negative statements by nearly 4 to 1, but many complained that instruction time was too short with too much vacation. Positive and negative comments by students about teachers were about equal in number.

Table 12
Student Comments: Curriculum/Instruction

Category	Positive	Neutral	Negative
1. Curriculum			
Courses offered on different tracks	-	2	23
Electives	-	5	1
Co-curricular activities	14	5	12
2. Instruction			
Quality	46	2	12
Length	12	4	32
Teacher attitudes	18	-	15
Homework	10	-	6
Forgetting during vacation	-	-	7

The categories in Table 13 include statements students made about themselves and their perception of their parents in relation to school. A large number expressed concern about missing friends who were placed on other tracks. Only a small number wrote about employment difficulties with YRS schedules, but a surprisingly high number expressed satisfaction with YRS. The highest number of negative comments was made about their own and their parent's feelings about YRS.

Table 13
Student Comments: Students/Parents

Category	Positive	Neutral	Negative
3. Students			
Social relationships	14	3	72
Job opportunities	2	-	5
Siblings on different tracks	1	1	19
Feelings about YRS	151	24	122
Vacation	6	-	34
4. Parents			
Participation in school	15	1	10
Feelings about YRS	89	10	119
Vacation planning	39	8	91

Miscellaneous statements were tabulated under the general comment category noted in Table 14, with the largest number expressing satisfaction with schooling, and a few noting the need for more air-conditioned classrooms.

Table 14
Student Comments: General

Category	Positive	Neutral	Negative
5. General Comments			
Schooling in general	54	22	32
Buildings and grounds	6	-	12
School in summer	12	-	12
Air conditioning	-	-	23
Food	-	-	10

Summary

The return rate of the questionnaire sent home with the students adequately met the requirements of the Research and Evaluation Branch and far exceeded the 15% rate of responses obtained last year with a mailed questionnaire. In general, both parents and students report that the latter's feelings about school are substantially better this year, and responses reflect considerable satisfaction with the quality of education, behavior, homework, and attendance. Although responses regarding participation in sports or other school activities were not as positive, from 30% to 44% felt it was better this year than last.

Neither parents nor students expressed strong reservations regarding employment opportunities during off track time. Forty-seven percent of the high school students felt their chances of finding a job were somewhat better or better this year than last year and 80% felt they were the same or better.

Along with parent participation at school, both parents and students gave the lowest percentage of positive responses to conditions during hot weather in summer. Parents continue to have difficulty in arranging for child care and in planning vacations with the year-round schedule, but overall about one-third report the situation to be better this year.

Recommendations

1. Teachers and building administrators should be informed of the findings of this study and commended in particular for their role in the positive responses given by students and parents to: feelings about school, quality of school work, behavior in school, homework, and attendance.

2. Students, building administrators, and custodial staff should be congratulated for their efforts in the cleanliness and appearance of buildings and grounds.

3. Students and parents should be commended for their cooperation in adjusting rapidly to a complex program.

4. A similar study should be conducted in the same geographic area with comparable schools not in the YRS program and also with schools in high socio-economic communities to gain further insight into student and parent opinions about schooling and to determine if others have higher expectations concerning the educative process.

5. Although many parents did not respond to the question concerning the number of schedules their children are on, (see page 5) we know that large numbers are on different schedules and tracks. Every effort should therefore be made to place all children from a family attending the same school, on similar tracks. Whenever possible, all children in a family attending different schools should be placed on the same schedule and track.

SUPPLEMENTARY TABLES

Table A
Parent Questionnaire:
Frequencies Above Neutral Position in Percentages:

Your Child's	Elem.	Jr. High	Sr. High	Overall
1. Feelings about school	53.6%	50.8%	38.2%	50.2%
2. Quality of school work	63.5	59.8	44.7	59.1
3. Behavior in school	53.2	47.4	36.7	48.5
4. Homework	59.8	53.8	39.7	54.6
5. Attendance	50.5	53.5	36.7	49.5
6. Participation in sports or other school activities	44.8	39.5	30.2	40.6
7. Chances of finding a job during off track time (high school only)	----	22.1	30.2	----
The School's				
8. Conditions during hot weather in summer	29.6	27.2	23.6	27.8
9. Cleanliness and appearance of buildings and grounds	47.3	40.7	65.5	47.6
10. Efforts to keep you informed about your child's progress	58.0	51.7	42.2	53.3
11. Efforts to communicate with you about school activities	50.8	46.4	32.2	46.3
About You				
12. Your arrangements for child care	39.9	34.6	24.2	35.6
13. Your feelings about year-round schedule and vacation plans	32.7	33.0	20.6	31.0
14. Your participation at the school	27.7	24.9	13.5	24.5

Table B
Parent Responses: Grade Six (N=629)

	Better this Year "5"		"4"		No Difference "3"		"2"		Better Last Year "1"		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
YOUR CHILD'S												
Feelings about school	292	46.4	45	7.2	196	31.2	9	1.4	69	11.0	18	2.9
Quality of school work	289	46.0	110	17.5	151	24.0	11	1.7	48	7.6	20	3.2
Behavior in school	243	38.6	92	14.6	192	30.5	19	3.0	61	9.7	22	3.5
Homework	290	46.1	86	13.7	164	26.1	18	2.9	46	7.3	25	4.0
Attendance	246	39.1	72	11.4	189	30.4	19	3.0	72	11.4	31	4.9
Participation in sports or other school activities	202	32.1	80	12.7	231	36.7	21	3.3	63	10.0	32	5.1
THE SCHOOL'S:												
Conditions during hot weather in summer	125	19.9	61	9.7	300	47.7	28	4.5	71	11.3	44	7.0
Cleanliness and appearance of buildings and grounds	201	32.0	96	15.3	249	39.6	18	2.9	40	6.4	25	4.0
Efforts to keep you informed about your child's progress	282	44.8	83	13.2	191	30.4	17	2.7	35	5.6	21	3.3
Efforts to communicate with you about school activities	235	37.4	84	13.4	220	35.0	25	4.0	40	6.4	25	4.0
ABOUT YOU:												
Your arrangements for child care	178	28.3	73	11.6	290	46.1	15	2.4	34	5.4	39	6.2
Your feelings about year-round schedule and vacation plans	150	23.8	56	8.9	269	42.8	25	4.0	90	14.3	39	6.2
Your participation at the school	126	20.4	46	7.3	332	52.8	30	4.8	58	9.2	35	5.6

*Results are reported on a five-point scale where "1" = better last year , "3" = no difference, and "5" = better this year.

Table C
Parent Responses: Junior High Level (N=494)

	Better this Year "5"		"4"		No Difference "3"		"2"		Better Last Year "1"		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
YOUR CHILD'S												
Feelings about school	157	31.8	94	19.0	168	34.0	23	4.7	47	9.5	5	1.0
Quality of school work	146	29.6	149	30.2	127	25.7	31	6.3	32	6.5	9	1.8
Behavior in school	144	29.2	90	18.2	193	39.1	25	5.1	33	6.7	9	1.8
Homework	165	33.4	101	20.4	161	32.6	25	5.1	29	5.9	13	2.6
Attendance	183	37.1	81	16.4	154	31.2	22	4.5	39	7.9	15	3.0
Participation in sports or other school activities	111	22.5	84	17.0	220	44.5	28	5.7	38	5.7	13	2.6
Chances of finding a job during off track time (high school only)	65	13.2	44	8.9	207	41.9	26	5.3	21	4.3	131	26.5
THE SCHOOL'S:												
Conditions during hot weather in summer	69	14.0	65	13.2	266	53.8	30	6.1	43	8.7	21	4.3
Cleanliness and appearance of buildings and grounds	83	16.8	118	23.9	219	44.3	26	5.3	40	8.1	8	1.6
Efforts to keep you informed about your child's progress	142	28.8	113	22.9	193	39.1	18	3.6	21	4.3	7	1.4
Efforts to communicate with you about school activities	113	22.9	116	23.5	209	42.3	26	5.3	24	4.9	6	1.2
ABOUT YOU:												
Your arrangements for child care	100	20.2	71	14.4	273	55.3	12	2.4	18	3.6	20	4.0
Your feelings about year-round schedule and vacation plans	95	19.2	68	13.8	239	48.4	32	6.5	46	9.3	14	2.8
Your participation at the school	60	12.1	63	12.8	308	62.3	18	3.6	35	7.1	10	2.0

*Results are reported on a five-point scale where "1" = better last year and "3" = no difference and "5" = better this year.

Table D
Parent Responses: Senior High Level (N=199)

	Better this Year "5" f	%	"4" f	%	No Difference "3" f	%	"2" f	%	Better Last Year "1" f	%	No Response f	%
YOUR CHILD'S												
Feelings about school	32	16.1	44	22.1	98	49.2	13	6.5	10	5.0	2	1.0
Quality of school work	30	15.1	59	29.6	84	42.2	15	7.5	9	4.5	2	1.0
Behavior in school	45	22.6	28	14.1	113	56.8	6	3.0	4	2.0	3	1.5
Homework	33	16.6	46	23.1	88	44.2	23	11.6	6	3.0	3	1.5
Attendance	36	18.1	37	18.6	97	48.7	10	5.0	12	6.0	7	3.5
Participation in sports or other school activities	26	13.1	34	17.1	108	54.3	15	7.5	13	6.5	3	1.5
Chances of finding a job during off track time (high school only)	28	14.1	33	16.6	98	9.2	12	6.0	24	12.1	4	2.0
THE SCHOOL'S:												
Conditions during hot weather in summer	13	6.5	34	17.1	116	58.3	24	12.1	11	5.5	1	0.5
Cleanliness and appearance of buildings and grounds	66	33.2	65	32.3	60	30.2	7	3.5	0	0.0	1	0.5
Efforts to keep you informed about your child's progress	33	16.6	51	25.6	98	49.2	14	7.0	2	1.0	1	0.5
Efforts to communicate with you about school activities	22	11.1	42	21.1	117	58.8	11	5.5	4	2.0	3	1.5
ABOUT YOU:												
Your arrangements for child care	22	11.1	26	13.1	135	67.8	9	4.5	6	3.0	1	0.5
Your feelings about year-round schedule and vacation plans	16	8.0	25	12.6	107	53.8	31	15.6	20	10.1	---	---
Your participation at the school	10	5.0	17	8.5	155	77.9	11	5.5	5	2.5	1	0.5

Table E
Parent Overall Response Frequencies:
All Levels (N=2275)

	Better this Year "5"		"4"		No Difference "3"		"2"		Better Last Year "1"		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
YOUR CHILD'S												
Feelings about school	481	36.4	183	13.8	462	34.9	45	3.4	126	9.5	25	1.8
Quality of school work	465	35.1	318	24.0	362	27.3	57	4.3	89	6.7	31	2.3
Behavior in school	432	32.7	210	15.8	498	37.7	50	3.8	98	7.4	34	2.6
Homework	488	37.0	233	17.6	413	31.2	66	5.0	81	6.1	41	3.1
Attendance	465	35.1	190	14.4	440	33.3	51	3.9	123	9.3	53	4.0
Participation in sports or other school activities	339	25.6	198	15.0	559	42.3	64	4.8	114	8.6	48	3.6
Chances of finding a job during off track time (high school only)	146	11.0	102	7.7	406	30.7	55	4.2	65	4.9	548	41.5
THE SCHOOL'S:												
Conditions during hot weather in summer	207	15.7	160	12.1	682	51.8	82	6.2	125	9.5	66	5.0
Cleanliness and appearance of buildings and grounds	350	26.5	279	21.1	528	39.9	51	3.9	80	6.1	34	2.6
Efforts to keep you informed about your child's progress	457	34.6	247	18.7	482	36.5	49	3.7	58	4.4	29	2.2
Efforts to communicate with you about school activities	370	28.0	242	18.3	546	41.3	62	4.7	68	5.1	34	2.6
ABOUT YOU:												
Your arrangements for child care	300	22.7	170	12.9	698	52.8	36	2.7	58	4.4	60	4.5
Your feelings about year-round schedule and vacation plans	261	19.7	149	11.3	615	46.5	88	6.7	156	11.8	53	4.0
Your participation at the school	198	15.0	126	9.5	795	60.1	59	4.5	98	7.4	46	3.5

*Results are reported on a five-point scale where "1" = better last year, "3" = no difference and "5" = better this year.

Table F
Year-Round School Parent Opinions:
Mean and Standard Deviation

	Elementary (N=629)		Junior High (N=494)		Senior High (N=199)	
	Mean	SD	Mean	SD	Mean	SD
YOUR CHILD'S						
Feelings about school	3.79	1.35	3.60	1.25	3.38	1.00
Quality of school work	3.95	1.23	3.71	1.15	3.44	1.00
Behavior in school	3.72	1.29	3.59	1.16	3.53	0.95
Homework	3.92	1.25	3.72	1.16	3.39	1.00
Attendance	3.67	1.35	3.72	1.24	3.39	1.05
Participation in sports or other school activities	3.56	1.28	3.42	1.14	3.22	1.00
Chances of finding a job during off track time (high school only)	----	----	3.29	1.03	3.15	1.13
THE SCHOOL'S:						
Conditions during hot weather in summer	3.24	1.20	3.18	1.06	3.07	0.88
Cleanliness and appearance of buildings and grounds	3.66	1.16	3.37	1.08	3.96	0.88
Efforts to keep you informed about your child's progress	3.92	1.18	3.69	1.06	3.55	0.89
Efforts to communicate with you about school activities	3.74	1.20	3.55	1.06	3.34	0.83
ABOUT YOU:						
Your arrangements for child care	3.59	1.12	3.47	0.98	3.25	0.83
Your feelings about year-round schedule and vacation plans	3.26	1.30	3.28	1.14	2.93	1.00
Your participation at the school	3.26	1.15	3.20	0.96	3.08	0.66

*Results are reported on a five-point scale where "1" better last year, "3" = no difference and "5" = better this year.

Table G
Student Responses: Elementary Level (N=958)

	Better this Year "5"		"4"		No Difference "3"		"2"		Better Last Year "1"		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
How do you feel about school in general?	439	45.8	106	11.1	212	22.1	43	4.5	148	15.4	10	1.0
How do you feel about the quality of school work?	477	49.8	214	22.3	140	14.6	35	3.7	87	9.1	5	0.5
How is your behavior in school?	341	35.6	167	17.4	299	31.2	36	3.8	106	11.1	9	0.9
How do you feel about the homework you receive?	442	46.1	159	16.6	204	21.3	39	4.1	104	10.9	10	1.0
How is your attendance?	347	36.2	132	13.8	247	25.8	49	5.1	172	18.0	11	1.1
How is your participation in sports or other school activities?	300	31.3	122	12.7	292	30.5	46	4.8	180	18.8	18	1.9
How are your chances of finding a job during off track?	---	---	---	---	---	---	---	---	---	---	---	---
How do you feel about going to school on hot days during the summer?	183	19.1	88	9.2	420	43.8	85	8.9	166	17.3	16	1.7
How is the cleanliness and appearance of buildings and grounds?	291	30.4	141	14.7	370	38.6	31	3.2	118	12.3	7	0.7
How are the efforts to keep your parents informed about your progress in school?	391	40.8	143	14.9	291	30.4	28	2.9	99	10.3	6	0.6
How are the efforts to inform your parents about school activities?	295	30.8	163	17.0	377	39.4	36	3.8	80	8.4	7	0.7
How are the arrangements your parents make for your care during off track time?	314	32.8	110	11.5	386	40.3	41	4.3	101	10.5	6	0.6
How do your parents feel about year-round schedule and vacation plans?	231	24.1	91	9.5	373	38.9	67	7.0	190	19.8	6	0.6
How is your parents' participation in school activities?	151	15.8	80	8.4	475	49.6	93	9.7	153	16.0	6	0.6

*Results are reported on a five-point scale where "1" = better last year, "3" = no difference and "5" = better this year.

Table H
Student Responses: Junior High Level (N=941)

	Better this Year "5"		"4"		No Difference "3"		"2"		Better Last Year "1"		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
How do you feel about school in general?	283	30.1	207	22.0	251	26.7	65	6.9	130	13.8	5	0.5
How do you feel about the quality of school work?	294	31.2	246	26.1	184	19.6	87	9.2	125	13.3	5	0.5
How is your behavior in school?	304	32.3	158	16.8	328	34.9	58	6.2	88	9.4	5	0.5
How do you feel about the homework you receive?	256	27.2	216	23.0	326	34.6	53	5.6	83	8.8	7	0.7
How is your attendance?	346	36.8	136	14.5	271	28.8	55	5.8	129	13.7	4	0.4
How is your participation in sports or other school activities?	251	26.7	160	17.0	332	35.3	75	8.0	114	12.1	9	1.0
How are your chances of finding a job during off track?	228	24.2	133	14.1	424	45.1	44	4.7	59	6.3	53	5.6
How do you feel about going to school on hot days during the summer?	139	14.8	92	9.8	477	50.7	96	10.2	130	13.8	7	0.7
How is the cleanliness and appearance of buildings and grounds?	207	22.0	194	20.6	385	40.9	46	4.9	102	10.8	7	0.7
How are the efforts to keep your parents informed about your progress in school?	284	30.2	190	20.2	305	32.4	53	5.6	104	11.1	5	0.5
How are the efforts to inform your parents about school activities?	193	20.5	188	20.1	440	46.8	59	6.3	57	6.1	4	0.4
How are the arrangements your parents make for your care during off track time?	229	24.3	135	14.3	424	45.1	49	5.2	93	9.9	11	1.2
How do your parents feel about year-round schedule and vacation plans?	132	14.0	112	11.9	490	52.1	71	7.5	123	13.1	13	1.4
How is your parents' participation in school activities?	61	6.5	67	7.1	670	71.2	50	5.3	82	8.7	11	1.2

*Results are reported on a five-point scale where "1" = better last year, "3" = no difference and "5" = better this year.

Table 1
Student Responses: Senior High Level (N=376)

	Better this Year "5"		"4"		No Difference "3"		"2"		Better Last Year "1"		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
How do you feel about school in general?	78	20.7	105	27.9	122	32.4	34	9.0	37	9.8	0	0.0
How do you feel about the quality of school work?	86	22.9	103	27.4	117	31.1	31	8.2	37	9.8	2	0.5
How is your behavior in school?	99	26.3	74	19.7	159	42.3	25	6.6	18	4.8	1	0.3
How do you feel about the homework you receive?	62	16.5	81	21.5	163	43.4	44	11.7	24	6.4	2	0.5
How is your attendance?	103	27.4	54	14.4	144	38.3	38	10.1	36	9.6	1	0.3
How is your participation in sports or other school activities?	61	16.2	52	13.8	168	44.7	37	9.8	55	14.6	3	0.8
How are your chances of finding a job during off track?	78	20.7	62	16.5	162	43.1	33	8.8	41	10.9	0	0.0
How do you feel about going to school on hot days during the summer?	25	6.6	35	9.3	221	58.8	51	13.6	41	10.9	3	0.8
How is the cleanliness and appearance of buildings and grounds?	184	48.9	101	26.9	75	19.9	6	1.6	9	2.4	1	0.3
How are the efforts to keep your parents informed about your progress in school?	76	20.2	85	22.6	169	45.0	26	7.0	19	5.1	1	0.3
How are the efforts to inform your parents about school activities?	54	14.3	70	18.6	212	56.4	23	6.1	17	4.5	0	0.0
How are the arrangements your parents make for your care during off track time?	34	9.0	42	11.2	250	66.5	27	7.2	22	5.9	1	0.3
How do your parents feel about year-round schedule and vacation plans?	26	6.9	47	12.5	212	56.4	46	12.2	44	11.7	1	0.3
How is your parents' participation in school activities?	12	3.2	19	5.1	305	81.1	28	7.4	12	3.2	0	0.0

*Results are reported on a five-point scale where "1" = better last year, "3" = no difference and "5" = better this year.

Table J
Year-Round School Student Survey
Overall Frequencies

	f	%	f	%	f	%	f	%	f	%	f	%
How do you feel about school in general?	800	35.2	418	18.4	585	25.8	142	6.2	315	13.8	15	0.7
How do you feel about the quality of school work?	857	37.7	563	24.8	441	19.4	153	6.8	249	11.0	12	0.5
How is your behavior in school?	744	32.7	399	17.5	786	34.5	119	5.2	212	9.3	15	0.7
How do you feel about the homework you receive?	760	33.4	456	20.4	693	30.5	136	5.6	211	9.3	19	0.8
How is your attendance?	796	35.0	322	14.2	662	29.1	142	6.2	337	14.8	16	0.7
How is your participation in sports or other school activities?	612	27.0	334	14.7	792	34.8	158	7.0	349	15.3	30	1.3
How are your chances of finding a job during off track?	---	---	---	---	---	---	---	---	---	---	---	---
How do you feel about going to school on hot days during the summer?	347	15.3	215	9.5	1118	49.1	232	10.2	337	14.8	26	1.1
How is the cleanliness and appearance of buildings and grounds?	682	30.0	436	19.2	830	36.5	83	3.6	229	10.0	15	0.7
How are the efforts to keep your parents informed about your progress in school?	751	33.0	419	18.4	765	33.7	107	4.8	222	9.8	12	0.5
How are the efforts to inform your parents about school activities?	542	23.8	421	18.5	1029	45.2	118	5.2	154	6.8	11	0.5
How are the arrangements your parents make for your care during off track time?	577	25.4	287	12.6	1060	46.6	117	5.1	216	9.5	18	0.8
How do your parents feel about year-round schedule and vacation plans?	389	17.1	250	11.0	1075	47.3	184	8.1	357	15.7	20	0.9
How is your parents' participation in school activities?	224	9.8	166	7.3	1450	63.6	171	7.5	247	10.9	17	0.7

*Results are reported on a five-point scale where 1 = Better last year and 5 = Better this year.